DOCUMENT RESUME

ED 353 459 CE 062 921

TITLE Mission Possible: Career Education.
INSTITUTION Alberta Dept. of Education, Edmonton. Education Response Centre.; Concordia Coll., Edmonton (Alberta). Centre for Career Development Innovation.
PUB DATE [92]
NOTE 18p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Education; *Career Planning; Educational Needs; Foreign Countries; Goal Orientation; Interdisciplinary Approach; Program Descriptions; Program Development; *Program Implementation; School Community Relationship; Secondary Education; Special Needs Students
IDENTIFIERS *Alberta

ABSTRACT

This packet of materials is intended for high school educators who are interested in implementing career education programs. Introductory information explains the need for career education, the targeted audience, access to resources, and objectives. Descriptions of the career education programs of seven schools throughout the province of Alberta are provided. These schools represent large and small student populations, rural and urban settings, well-developed programs, and programs with dreams just being realized. They portray a cross-section of innovative practices that demonstrate the diverse career education possibilities in Alberta's secondary schools. The schools and specific focus of the career education program are as follows: Bev Facey Composite High School with a focus on goal setting; Crescent Heights High School with a student-centered approach; L. Y. Cairns School with a focus on school teamwork; Grande Cache Community School with a focus on community partnerships; Bishop Carroll High School with a focus on meaningful learning; Roland Michener Junior/Senior High School with a developmental approach; and Lacombe Composite High School with an open-door policy. Key points of each program/focus are highlighted in the left-hand margin. Contacts are listed. Other contents include the following: a list of addresses, materials, and services provided by four sources; addresses of three professional groups; and information on related conferences. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CAREER EDUCATION

ED353459

MISSION POSSIBLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Wolodko

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

CE062921

BEST COPY AVAILABLE

WHAT IS YOUR MISSION?

As an educator, you are positioned to develop or to enhance career education programs. Social, economic, legal, political, cultural, and educational environments are changing at an ever increasing rate. Students need to prepare to meet the challenges of changing times.

We at Mission Possible Central know that there are at least 50 senior high schools out there -- the 50 plus that responded to our survey -- waiting to take up the challenge!

Your mission, if you choose to accept it, is to prepare your students for life. Update and enhance your academy training centre for prospective student agents. Contained in your Mission Possible Dossier is the information that you need to meet your mission. Act now.

"Being adventurous is really just being prepared to put what you know and believe in on the line. It's an eagerness to find out how far your skills can take you. Do you have the curiosity and confidence necessary to make choices, while others merely take chances?" Let's find out!!

Zoot Capri, Summer 1989

ACCEPT THE CHALLENGE!

WHAT IS MISSION POSSIBLE?

In the fall of 1991, the Education Response Centre, Alberta Education and the Centre for Career Development Innovation, Concordia College, went undercover. The mission of these agents from Mission Possible Central was to identify the underground network of high school educators throughout Alberta who are meeting the challenge of implementing career education programs. In a survey response, career educators risked coming above ground by enthusiastically describing their programs.

In follow-up to the survey, agents from Mission Possible Central visited seven schools throughout the province to explore their career education programs in greater depth. They compiled interview information into descriptions of each school's career education program. The selected schools in the underground network represent large and small student populations, rural and urban settings, well-developed programs, and programs with dreams just being realized. They portray a cross-section of innovative practices that demonstrate the diverse career education possibilities in Alberta's secondary schools.

As a result of this intelligence gathering, Mission Possible Central broke the code! We now know the components of an effective career education program. The information acquired from the underground network is contained in your Mission Possible Dossier. The message that its members bring to the outside world is that effective career education IS possible.

WHAT IS THE NEED FOR CAREER EDUCATION?

Those in the network gained access to privileged information. Members tell us that with the changing labour force and the significant student drop-out rate, career education is no longer a luxury: It is the foundation of the educational process. If Canada wants to compete with its global neighbours, educators must provide students with broad career education perspectives.

WHO IS CAREER EDUCATION FOR?

The word's out: Career education is for all students. It is a myth that career education services are needed only for at-risk students or for students who are university bound. Students gain increased awareness and heightened self-esteem through preparation, exploration, and hands-on experiences. Career education facilitates successful school-to-work transitions. Schools, parents, businesses, and community organizations all play vital parts in empowering students toward that end.

MISSION MANDATE

INDEPENDENTLY OPERATING MISSION CONTROL AGENTS

WHAT ARE YOUR MISSION OBJECTIVES?

What do you get when you operate a comprehensive training centre for prospective student agents? Innovative career education programs produce rewarding results ... students with increased confidence and self-esteem ... motivated students ... responsible students ... informed decision makers. But don't take our word for it. As good spies do, let's get intelligence reports from the inside.

WHAT DO EDUCATORS SAY?

"When a student has established a meaningful goal for himself or herself, there are immediate and long-term benefits to every aspect of school performance. Students who are trying to achieve a goal to which they are truly committed, work harder, attend more classes, and achieve higher marks."

"Career education allows students to explore educational and/or occupational alternatives in a realistic way. Students gain real-life experiences in occupational fields that they might not ordinarily consider or have access to."

WHAT DO STUDENTS SAY?

"It's a push to think about careers. We're encouraged to explore more options, realistic options. When kids leave here, they're more prepared for life."

"It's great! It helps us learn what work is really like; it gives us experience to put on our resumes; it gives us a network of employers. And I may get a summer job from it."

WHAT DO PARENTS SAY?

"I think the program is very important because if it was not in place, a lot of students would have dropped out of school. I come to the school when I can and try and help whenever possible."

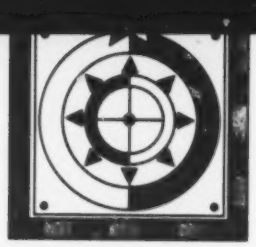
"The students are learning what they enjoy and are interested in."

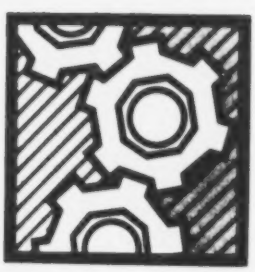
WHAT DO BUSINESS AND COMMUNITY PARTNERS SAY?

"Not only does the program keep more students in the community, it also builds a wealth of quality employees."

"We're impressed with what the students are able to do. The preparedness of the students that have come to our work sites have paved the way for other students."

MISSION POSSIBLE





MEET STUDENT AND COMMUNITY NEEDS

Now that the network is above ground, career education is in great demand. The reassuring news is that you don't need top-secret technology to be able to implement your program. The ideas that underlie effective career education programs are familiar ones. Career education is simply a process of enhancing and linking together what already exists. The secret lies in tailoring your career education program to meet the unique needs of your students and the needs of your surrounding community.

ACCESS RESOURCES

Whether you're a fledgling secret agent or a well established one, you'll need to increase your repertoire of tactics and to hone your skills. Many career education materials exist. Others are being developed by career educators throughout Alberta, and within and outside Canada. Your Mission Possible Dossier contains a selection of resources and contact networks. A more comprehensive selection of resources and contact networks can be obtained through the Education Response Centre, Alberta Education.

If you accept the Mission Possible challenge you will not be undertaking the mission alone. Other career educators have gone before you. Other career educators travel with you. Tap the network to simplify your career education programming efforts.

MAKE A DIFFERENCE!

CAREER EDUCATION

MISSION

POSSIBLE

COMMITMENT AND COURAGE

FACING THE FUTURE

Facing Challenges

There are many essential concepts in career education programming. But above all, it is the commitment of educators that makes these programs work. Committed educators recognize that there are barriers to facilitating students' career development. Stereotypes exist, such as the notion that career education is for the benefit of "lesser students." Teachers, administrators, students, and parents may lack an understanding of the career planning process and its importance. Schools may lack resources.

Breaking the Barriers

Despite these difficulties, dedicated career educators manage to employ ideas and innovative actions to break through the barriers. They work with other career educators as a team. They reschedule their time to increase student contact. They educate others as to the importance of their programs. Career educators believe in what they do — and they emanate an exuberance of spirit that transfers their excitement to others. As one educator put it, "It's an easy kind of dedication to hold."

Making Plans

Committed career educators love their cause and the students they serve. They have the courage it takes to face the future and the educational challenges it brings. In response to these challenges, concerned educators continually change and improve their programs. These caring efforts help students achieve greater meaning and increased satisfaction from their learning endeavours.

Bev Facey Composite High School, Sherwood Park

In the County of Strathcona, educators are thinking big! A steering committee is looking at a strategic plan for the integration of career education activities into county schools for grades ECS to 12. Additional plans are in place to promote positive attitudes toward career education and to increase student, parent, and community partnership involvement in the program.

Bishop Carroll High School, Calgary

In keeping with their recognition of the importance of a holistic orientation to learning, educators at Bishop Carroll would like to incorporate a segment on self-esteem into the career education component of the counselling program. Additional program goals include increasing teachers' and students' appreciation for career education through a slide show, and expanding the career resource centre.

Crescent Heights High School, Calgary

The vision at Crescent Heights High School has every student in the school being given the opportunity to go through the processes of job shadowing, work study, and work experience before leaving high school. Thinking beyond the school, the work experience co-ordinator at Crescent Heights sees the need to "strengthen the network" by providing career educators with relevant training and resources.

Grande Cache Community School, Grande Cache

To make students' learning more meaningful, educators hope to convince the apprenticeship board to allow students to use ELITE program hours toward their apprenticeship licence. As well, the community and the school hope to expand this unique career education program beyond the trades to include the service industry.

Lacombe Composite High School, Lacombe

Future career education plans at Lacombe Composite High School include developing a student-teacher-employer network that lends value and importance to the co-operative education program. Promoting, integrating, and expanding career and co-operative education initiatives to all program areas in the school should allow the unique needs of individual students to be met.

L.Y. Cairns School, Edmonton

L.Y. Cairns' client-driven, service-oriented programming allows students to see the world of work in terms of the entire life process. Forward-thinking innovative career educators at the school hope to recruit more school system drop-outs and others who fit the program's criteria into the school's unique career education programming.

Roland Michener Junior/Senior High School, Slave Lake

Promoting a team approach and incorporating career education programming into all program areas are plans that will strengthen the program in the future. Roland Michener's career educators plan to stimulate program development by fostering staff communication and interactions.

CAREER EDUCATION

MISSION

POSSIBLE

VISIONING

SPY GAZING, SKY GAZING, TRACKING THE BIG PICTURE

You Can Do It

What do educators and students need to make career education programming work? How about creativity, imagination, and a belief that dreams can come true? Sound like a lot? It's not really. The ability to vision is within everyone.

Keep an Open Mind

Visioning to create career education programs starts with listening to students' needs, and with orienting to community and to global concerns. It requires a willingness to keep an open mind and to embrace "what could be." Sometimes, talking to others with similar interests helps visions take form.

Visions are Possibilities

Visions give shape to the shapeless. They are the inspirations that lie behind effective career programs. Whether visions are grandiose or more humble in nature, their power lies in taking action to make them become realities. Visioning isn't just for career educators. It is important to encourage students to dream, too, and to support them to bring their dreams to life.

Bev Facey Composite High School, Sherwood Park

Interest in the career education program began with an internal desire -- the work experience co-ordinator's desire to provide structure to career planning and work experience programming within the school.

Bishop Carroll High School, Calgary

Almost 20 years ago, Bishop Carroll's vision was to develop an interdisciplinary program that provided students with a purpose to learning and promoted student responsibility. The vision is still working, but it is revisited on occasion to ensure that programming is still on track.

Crescent Heights High School, Calgary

Crescent Heights High School is host to students from a broad ethnic and cultural spectrum. The need to facilitate students' transitions to the workplace and to expand interventions for potential drop-outs provides the impetus for this program.

Grande Cache Community School, Grande Cache

Grande Cache developed the ELITE program in 1987 to provide students with greater educational options, and to stop students from dropping out of school and leaving the community. A curriculum co-ordinator was hired to develop a program for trades entry to attract and hold students within the educational and community environment.

L.Y. Cairns School, Edmonton

Educators at L.Y. Cairns School aspire to help their special needs students progress toward competency at home, in the school, on the job, and in the community. Future plans include continually expanding the program to recruit more students, including school system drop-outs, into the school's unique career education programming.

Lacombe Composite High School, Lacombe

The aim of career educators at Lacombe Composite High School is to provide an educationally sound co-operative education program that expands the career education programming in practical arts, special education, and academic areas that address the needs of gifted, female, and potential drop-out students.

Roland Michener Junior/Senior High School, Slave Lake

Several years ago, educators saw the need to provide career education programming that integrates students into the community and allows students an opportunity to accept responsibility. Today, career education opportunities are provided through the academic program, the technical program, the integrated occupational program, the work experience program, and counselling endeavours.

BEST COPY AVAILABLE

GOAL SETTING
STRATEGIC SEQUENCING

Choosing Directions

Goals provide students with direction. Technologies evolve and jobs change. This means students have lots of career directions to choose from and have continuous decisions to make. In intentional goal setting, students take an active approach to mapping their career directions.

Awareness

The foundation of intentional goal setting lies in students' understanding of both themselves and the world of work. That makes first-hand explorations of career options important to students. As students learn about different occupations, they learn about their skills, values, and interests, too. This helps students decide which career directions to take.

Goals in Process

Long-term goals provide students with aspirations. Short-term goals provide students with the means to move toward these aspirations. Students' aspirations may change as they learn more about themselves and the world of work. They need to be encouraged to keep their career directions open and to have backup plans in place.

Bev Facey Composite High School

All students, not just those with special needs, are embraced by the career education program at Bev Facey High School. In response to students' needs, increased career planning and employment education are incorporated into the schools' activities. Through sequential career education programming in grades 10 through 12, educators aim to increase students' awareness and to enhance their career decision-making skills. Depending on their level of motivation and certainty of career directions, students undertake a variety of different career education activities.

Bev Facey's comprehensive career education program relies on the support and involvement of many key players. Administrators, counsellors, a work experience co-ordinator, teachers, and parents are all active participants in this program.

The heart of this comprehensive program is students' career planning. According to work experience co-ordinator Dale Gullekson, "When students focus on specific goals beyond high school, they generally demonstrate better time management and better coping skills, resulting in better achievements." Educators at Bev Facey encourage students to look forward to future goals. The high school diploma is portrayed as a transition toward student career goals as opposed to an end goal in itself. Rather than simply completing the minimum credits stipulated for the diploma, students are encouraged to take as many courses and semesters as are necessary to meet their longer term goals.

A knowledge base of labour market trends, job search skills, personal reflections, and hands-on experiences provides students with the means to look forward. The work experience program includes a job preparation component. Job shadowing is supported and co-ordinated by the parent advisory committee. Parents use their networks to help students find suitable job shadowing sites.

Comprehensive student profiles are an essential component in facilitating students' goal setting. Profiles are initiated with students in Grade 10 and are updated at regular intervals throughout their high school years. Students develop their individual profiles with the help of teachers and counsellors.

Profiles includes students' values, interests, and possible occupational interests, as well as a checklist of career planning activities and assessment instruments that students can complete throughout high school. From preparing these evolving profiles, students begin to understand how self-awareness and occupational exploration promote goal setting.

CONTACT:

Dale Gullekson
Work Experience Co-ordinator
Bev Facey Composite High School
99 Colwill Boulevard
Sherwood Park, Alberta. T8A 4V5
Phone: 467-0044; Fax: 467-3467

MEANINGFUL LEARNING

PURPOSEFUL PURSUITS

Meaning

True learning arises when students see meaning in what they're doing. One of the ways to promote meaningful learning is to teach students the links between career planning, in-school courses, and potential work endeavours. When students see the big picture, they gain the power to choreograph their own life in relation to their values, interests, and goals.

Relevance

Relevance in learning opportunities is important. Instead of engaging in "busy work," students engage in purposeful activities. Hands-on projects allow students "real-life" opportunities to "try out" endeavours, such as entrepreneurship and trades activities. Activities such as creating resumes for potential employers and sending thank you letters to host work sites can provide opportunities for students to learn word processing skills. Relevant experiences allow students to gain concrete skills and to mature socially.

Preparation

Prior planning prevents poor performance. Students perform better in their hands-on learning activities when they are prepared. Preparation for hands-on experiences can take the form of general career development skills, such as job search training or employability skills training. Or it can take the form of knowledge or skills specific to an occupation. Either way, effective student preparation leads to increased student satisfaction.

Bishop Carroll High School

What is effective career education? Ask students at Bishop Carroll High School and they will tell you it is the opportunity to experience real-life learning. At this innovative high school, career education is not separate from the school's daily functioning. Self-paced learning, teacher advisors (TAs), and students' daily planning books are all components that allow students to tailor their programs to meet their unique career education needs. Enterprise and innovation, co-operative education, the registered apprenticeship program, and an interdisciplinary approach to the delivery of CALM 20 provide alternate venues for career educators to promote meaningful student learning.

The intention of the exciting enterprise and innovation pilot program is to involve students in real-life business endeavours. Stock market investments and small business operations, such as T-shirt design and sales, are typical student undertakings. "It's a good experience for the students," says teacher Jerry Farwell. "Some of them invest ten or twenty dollars in their business. They may lose it all, so it's a real eye opener -- like the first business going under -- but they learn that they can recover from that."

For students in the school's co-operative education program, preparation is the key. Before venturing into hands-on work experience placements, students prepare themselves by completing a pre-employment package. Throughout the work component of this program, students record their experiences in a structured journal format. Regular meetings between students and the co-operative education co-ordinator provide opportunities for students to discuss their individual questions and concerns. Students who complete the co-operative education program have the opportunity to enter into the registered apprenticeship program.

Curriculum duplication in the presentation of career education is reduced through the use of an interdisciplinary approach to the delivery of CALM 20. With the exception of the World of Work unit, CALM 20 units are presented in physical education, health, religion, business education, and industrial arts classes. It is effectively organized by the career education co-ordinator. The World of Work unit is offered to students in a self-paced competency-based component. This ecological approach to program delivery provides students with practical means to attain career education experiences.

Can any school incorporate hands-on learning and an interdisciplinary approach into their career education program? A resounding, "Yes," was the answer of Nelson Saunders, the career education co-ordinator.

CONTACT:

Nelson Saunders
Career Education Co-ordinator
Bishop Carroll High School
4624 Richard Road S.W.
Calgary, Alberta, T3E 6L1
Phone: 249-6601; Fax: 240-1141

CAREER EDUCATION

MISSION

POSSIBLE

STUDENT-CENTRED APPROACH

AGENT-ACTIVATED PROGRAM

Student Focus

Students generate the ideas in student-centred programs. With this orientation, students have a lot of choice in what they learn and how they learn. Students' needs determine program planning. Their ongoing feedback contributes to future program directions.

Support for Students

As students make choices and set learning directions, educators act as coaches and consultants. They provide flexible learning environments that are responsive to students' needs. Students are encouraged to try out new and different learning experiences while they are surrounded by school support. This nurturing environment gives students the confidence they need to make transitions from school to work, from practice to real life.

Student Responsibility

Essential to student-centred programs is the encouragement of student responsibility. This means that students are given increasing freedom in co-ordinating their learning. It also means that students are allowed to make mistakes and that they are given the support that allows them to grow from these. Giving students increasing amounts of responsibility in their career planning tends to promote increased ownership for their career directions.

Crescent Heights High School

"It's great." "It helps us learn what work is really like." "The only drawback is that there isn't more of it." These are the comments of students enrolled in the career education program at Crescent Heights School. Thirty percent of the students are learning disabled, special placement, or have English as a second language. A large ethnic mix, many single families, and low income families means career educators at Crescent Heights face unique challenges.

The school's stimulating career education program was developed in response to students' unique requirements. Rosalyn Spiritus, the vibrant work experience co-ordinator meets students at their level, providing programs and activities tailored to students' needs. She is presently compiling a resource booklet to help career educators facilitate students' pre-employment preparation.

An innovative computer program facilitates work experience placements. An English as a second language program fosters the development of non-English speaking students. A pre-employment component prepares students for their work experience placements. Students with low self-confidence are nurtured and supported in the work experience setting. At-risk students are encouraged to try the work experience program before "dropping out."

The program's ambience is one of comfort and ease. Students wander freely in and out of the work experience co-ordinator's office, stopping by for last minute instructions or simply words of encouragement. The co-ordinator walks the hallways often, casually chatting with students, giving reminders, inquiring about their plans.

Almost all school departments, administrators, counsellors, and several outside organizations are involved in the school's comprehensive career program. The Fashion Career Institute offers a mini-program for students. The Multicultural Liaison Services works with the ESL work study program. Business partners NOVA Corporation and Oxford Development support student projects.

Also working closely with Crescent Heights career educators are members of the Calgary Personnel Association, a volunteer organization. A Job Search Techniques Committee created by this organization has helped the work experience co-ordinator in developing and delivering an employment strategies package. Members of this notable organization speak glowingly of the job search skills demonstrated by the work experience students. "We were surprised and delighted.... The students at Crescent Heights performed better in their interviews and prepared superior resumes than students we work with in postsecondary settings."

CONTACT:

Rosalyn Spiritus
Work Experience Co-ordinator
Crescent Heights High School
1019 - 1st Street N.W.
Calgary, Alberta, T2M 2S2
Phone: 276-5521; Fax: 277-8798

COMMUNITY PARTNERSHIPS

AGENT ALLIANCES

All Hands Together

In partnerships, schools and businesses work together to provide meaningful learning experiences for students. Business partners do more than provide job shadowing, work experience, or apprenticeship opportunities. They offer insightful suggestions for curriculum development and for program enhancement that help educators deliver career education components.

Partner Benefits

Business partners are often surprised at and pleased with the accomplishments of high school students. Partnerships allow employers to influence students' career preparation. Through this constructive working relationship, employers have opportunities to increase students' skills and cultivate students' appreciation of quality work.

Student Benefits

With community and business partnerships, students have the opportunity to learn first-hand about the world of work. Structured hands-on experiences build students' skills and foster students' confidence. Partnership experiences bridge the school-to-work transition.

Grande Cache Community School

Located 140 kilometres from its closest neighbour, Grande Cache is a mountain resource town. The distinctive ELITE (Experiential Learning and Instruction for Trades Entry) career education program at Grande Cache Community School is like no other in Alberta. It is a complete partnership with the school board, teachers, and industry; it is strongly supported by teachers and students.

Not to be confused with work experience, this career education program was developed to meet the needs of students and the community. Its doors are open to a cross-section of students in grades 10 to 12 with academic and/or vocational interests. Students' career exploration, occupational skills, and personal growth are all enhanced through their participation in the program's comprehensive activities.

The program was developed by a district consultant in dialogue with a wide group of people inclusive of community, industry, postsecondary education institutions, and Alberta Education. In this three-year program, students are exposed to extensive in-school instruction in eight related mechanical areas, including automotives, autobody, welding, sheet metal, heavy duty mechanics, millwrighting, machining, and electricity. Thus students go into the program's on-site component with background skills and knowledge in place.

Over the three years of the program, students spend up to 550 hours working regular shifts with a journeyman. "Students hold the journeyman in awe," says consultant Don Beggs. "At the same time, journeymen pay students huge complements for their attitudes and abilities." This on-site mentoring program, with a ratio of one journeyman to one student, provides students the opportunity to experience success in learning. Students use profile maps and time logs to develop portfolios of their skills.

The program's strength is the outstanding community enthusiasm for the students. This strong community tie-in allows students to network and to develop contacts with the business community. Students enjoy the hands-on activities and find that they give them a vehicle for focusing on future directions.

Tremendous dedication by a host of educators does not go unnoticed by parents and students. Essential to the smooth functioning of this program are teachers, school counsellors, journeyman teachers, and a program co-ordinator. Of particular satisfaction to students is the respect with which they are treated, the individualized nature of program instruction, and the opportunity to practise and refine their skills in a "real" work environment.

CONTACT:

Don Beggs
Educational Consultant
Grande Cache School District No. 5258
P.O. Box 591
Grande Cache, Alberta, T0E 0Y0
Phone: 827-3502; Fax: 827-3112

CAREER EDUCATION

MISSION POSSIBLE

OPEN-DOOR POLICY

MAINLINE MISSION ACCESS

Accessibility

Open-door career education programs are rooted in the belief of accessibility; they strive to make career education available to those who are interested. This orientation encompasses each student in the school as well as former students and community members.

Atmosphere

The key to success in developing an open-door career education program lies in its atmosphere, its ability to invite people in. Atmosphere is more than the physical space of the school. A program's atmosphere reflects its nature.

Encouragement

An encouraging atmosphere is reflected in the voice tone and body language of educators who welcome students with a smile. It is reflected in the effective placement of career information resources in convenient places that provide easy access to interested users. It is reflected in the actions of educators who provide a visible presence, and a willingness to listen and to respond to students' needs.

Lacombe Composite High School

Located just north of Red Deer, the students of Lacombe Composite High School come from small town and farming families. The goal of career educators here is to provide an accessible career education program for all students in the school, as well as local adult learners. This open-door policy is facilitated by the presence and support of the Further Education Council, which is housed within the school. The school's comprehensive career centre is for the use of students and community members alike.

Students can enrol in a variety of programs including the special needs program and the integrated occupational program (IOP). Co-operative education is now in its second year at the high school. The purpose of the work experience component, says Bill Halbert, is "to open the doors and windows of the classroom to the fresh air of community resources."

Students are encouraged to use the co-operative education program, which provides the motivation to stay in school. The program is presented to the students by counsellors at student registration interviews; parents are made aware of the program at parent information meetings. Involvement in the program is enhanced by its ease of access, and the availability of school staff and up-to-date resources.

To match students' and employers' interests and personalities, prospective co-operative education participants are interviewed by both the co-operative education co-ordinator and potential employers. Once students are assigned to compatible work sites, they complete pre-placement classes that inform them of general workplace procedures.

Student growth is facilitated through the compassionate and willing involvement of local employers. At-risk students find themselves interested, absorbed, and motivated by the realities of the work force. A good work ethic is displayed by the students, which employers appreciate and comment on.

Career educators at Lacombe Composite High School respect the differing needs of their students. Their unique program allows participating students to shape their self-image and to explore educational and occupational options, thus taking ownership of, and responsibility for, their futures.

By promoting accessibility, by incorporating co-operation, by opening up to the broader community, and by providing a safe and supportive resource base, Lacombe Composite High School's career education initiatives prepare students for the present and the future.

CONTACT:

Bill Halbert
Co-operative Education Co-ordinator

Christine Mather
School Counsellor

Michael Newsom
School Counsellor

Lacombe Composite High School
P.O. Bag Service #78
Lacombe, Alberta, T0C 1S0

Phone: 782-6615; Fax: 782-4266

BEST COPY AVAILABLE

SCHOOL TEAMWORK
COLLECTIVE COLLABORATION

Interdisciplinary Orientation

Careers are multifaceted — they are the synthesis of life experiences. As such, career education extends far beyond the roles of school counsellors. Like a puzzle where each piece adds to the picture, every subject area in school holds the potential to play a vital role in career education programming. There are endless possibilities to career education when this interdisciplinary approach is used.

Team Approach

What does it take to provide an interdisciplinary approach to learning? Working together with a team approach. Teachers aren't the only players on the team. Parents, teacher assistants, secretaries, and caretakers all have opportunities to affect students' career decisions. Every effort of each team member is vital in forming the picture of career education.

Dynamic Co-ordinator

The success of putting a puzzle together lies in systematic efforts. Dynamic co-ordinators are the pivotal members of career education teams who organize diverse program components. Not only that, but they promote the teamwork that encourages program cohesion.

L.Y. Cairns School

At L.Y. Cairns School, educators strive to serve students with special needs. Educators welcome second chance, drop-out, walk-in, and referred clients into the school's program. By taking a proactive stance, by knowing their students, and by approaching career education holistically and developmentally, L.Y. Cairns' client-driven, service-oriented programming allows students to see the world of work in terms of the whole lifeplan process. Because students attend L.Y. Cairns for at least six years, the program areas provide a continuous learning environment that allows them to feel safe and nurtured.

What facilitates the school's atmosphere of caring and involvement that extends far beyond the school walls? A team of school administrators, program staff, students, parents, and community resources all working toward the common goal of serving students. Team members reflect the spirit of commitment as they strive to foster students' development toward competency at home, in the school, on the job, and in the community.

Caring school staff who enjoy what they do see growth and empowerment reflected in students' adaptation to real-life experiences and situations. Says one educator, "The specialness of the program is the bonding and mentoring relationships that develop with each client -- and the emphasis on mutual care and trust."

The four program areas offered at L.Y. Cairns are the work experience program; the academic program; the vocational program; and the special needs programs, such as behaviour management, the transition support program (TSP), adaptive physical education, and the extended opportunity program (EOP). Three youth employment projects initiated at L.Y. Cairns generated a 65% success rate! The figures reflect the carefully planned and individualized career education programming that operates at L.Y. Cairns.

The work experience program at L.Y. Cairns is unique. As part of the career education program, it provides students with the opportunity to gain and to develop the knowledge, skills, and attitudes necessary to work both inside the school (internal work study) and outside the school (external work study). Internal work study opportunities include such activities as growing and maintaining flowers and plants, or caring for infants and small children at the on-site daycare.

External opportunities involve a variety of on-the-job activities. Staff and student teams work together in the environments and situations where the students will be living and working. These opportunities are made possible through liaison and advocacy work with other support agencies throughout Alberta.

CONTACT:

Garth Boyle
Transition Support Program
L.Y. Cairns School
10510 - 45 Avenue
Edmonton, Alberta, T6H 0A1
Phone: 434-9561; Fax: 438-6133

CAREER EDUCATION

MISSION

POSSIBLE

DEVELOPMENTAL APPROACH

DEVELOPING AGENT DOSSIERS

Multi-faceted Growth

As students undergo their life journeys, they grow and change in many ways. It is important for career educators to address the multi-faceted dimensions of students' growth, inclusive of personal, social, educational, and vocational dimensions. Without this encompassing orientation, career education will only superficially address students' career education needs.

Graduated Programming

Each grade level provides opportunities to prepare students for their unique career paths. Career education focus and complexity should parallel students' changes in development. This graduated approach to learning allows students to continually build their skill portfolios.

Life-long Learning

Like a rapidly altering map of the world, jobs and technologies continue to change. A journey into today's labour market requires the willingness to go to many destinations. It requires constant retraining and the learning of new skills. With this approach to learning, secondary education is only one of many stopovers in a continual learning process. When students see the link between their present school activities and their future work endeavours, they find increased motivation for learning.

Roland Michener Junior/Senior High School

Spearheaded by the school counsellor, the career education program at Roland Michener Junior/Senior High School boasts a proactive developmental approach. The emphasis of the program is on the dynamic nature of both students and the workplace. Participating in the program helps students develop confidence, increase self-esteem, and integrate into the world of work.

Roland Michener's mandate is to provide a holistic, co-operative and caring environment from which students can "acquire knowledge and develop skills in order to become responsible and productive members of society." By exposing students to as many and as broad a range of educational and occupational opportunities as possible, career educators at the school open up options to their students, as well as providing them and school staff with the chance to work co-operatively with the community.

Through work experience program opportunities, the school encourages community initiatives. These initiatives allow students to develop the skills, knowledge, and attitudes they will need to make the school-to-work transition. On-site work experiences provide students with exposure to broader horizons. Students strengthen their self-management skills in relation to the world of work. The career education program is flexible and responsive to students' requirements. Individual, personal, and occupational counselling helps students focus on their unique developmental career needs.

In tune with changing work force trends, the career education program emphasizes to students the evolving nature of the world of work. Says counsellor Len Ramsey, "Careers are more accurately described as following paths rather than ladders nowadays. It is important for students to become aware that many pathways can be taken...." To remain current with work force developments, the counsellor makes extensive use of guest speakers and goes to town interagency meetings, as well as monthly industry meetings.

The strength of Roland Michener's career education program lies in the dedication of all individuals involved, including administrators, teachers, counsellors, and community partners. These dedicated individuals encourage students to dream about their futures; they remind students that their future goals and the means to reach them can develop over time.

CONTACT:

Len Ramsey
Senior High Counsellor
Roland Michener Junior/Senior High School
106 - 7th Street S.E.
Slave Lake, Alberta, T0G 2A3
Phone: 849-3064; Fax: 849-2032

CAREER EDUCATION

MISSION POSSIBLE

Here is just a sampling of existing resources. For a more comprehensive version of what's available for career educators, contact Co-ordinator of Guidance and Counselling, Education Response Centre, Alberta Education. Ask for the *Mission Possible: Guide to Taking the First Step*.

CONTACT NETWORK AND RESOURCE MATERIALS

CATCH THE SPIRIT!

ALBERTA EDUCATION

EDUCATION RESPONSE CENTRE

Created in 1986, the Education Response Centre's mission is to "... enhance quality, equity, and co-operation in the development and delivery of educational services to students with exceptional needs." The Response Centre is Alberta Education's special education branch, and comprises seven units: Special Education Administration; Demonstration, Development, and Research; Student Support Services*; Professional Development and Training*; Guidance and Counselling; the Alberta School for the Deaf; and the Material Resource Centre*.

(*Units located in Calgary and Edmonton)

MATERIALS

Resources for Special Education and Guidance and Counselling: An Annotated List

CONTACT: Phone: Calgary (403) 297-4606; Edmonton: (403) 422-6326

ALBERTA EDUCATION PROGRAMS

Career and Life Management 20 (CALM)
Work Experience Education
Registered Apprenticeship Program (RAP)
Co-operative Education
Enterprise and Innovation

CONTACT: Curriculum Branch, Alberta Education Phone: (403) 427-2984

ALBERTA CAREER DEVELOPMENT AND EMPLOYMENT

Alberta Career Development and Employment, a provincial government department, has a mandate to provide adult Albertans with print, visual, audio, and in-person contacts for occupational and educational information. Career Development Centres throughout the province provide individuals with a range of services, including career and apprenticeship counselling. Call the Career Information Hotline for the location nearest you.

SERVICES

Information Development and Marketing
Career Information Hotline
Career Development Centres and Labour Market Information Centres
Department Library (for use by all practitioners)

MATERIALS

Career Information Catalogue
Complete list of print, audio-visual materials, and posters

STEPPING STONES ALBERTA WOMEN'S SECRETARIAT

Developed by the Alberta Women's Secretariat in consultation with Alberta Education and Alberta Career Development and Employment, Stepping Stones is a program initiative based on the notion of mentoring. Bringing women who work in non-traditional fields directly into Alberta classrooms, the program supports the career component of Alberta Education's Career and Life Management (CALM) curricula. The Stepping Stones Role Model Registry provides 23 different occupational role models throughout the province.

MATERIALS

Teacher's Kit; Bibliography; Poster; 21-minute video, "Explore Your Options"

CONTACT: Phone: (403) 422-4927; Fax: (403) 422-1105

CENTRE FOR CAREER DEVELOPMENT INNOVATION

The Centre for Career Development Innovation is a non-profit affiliate of Concordia College, Edmonton. Created in 1987, the centre's mandate is to develop and promote career development principles and practices for individuals and organizations. Individuals interested in career education can use the centre's competency-based educational programming. Courses, seminars, and workshops are offered throughout the year; the centre encourages participation in both credit and non-credit learning. The centre also has numerous career development publications for sale at reasonable prices.

SAMPLE COURSES/WORKSHOPS

Diploma of Integrated Studies in Career Development
Career Counselling
Counselling Techniques
Employability Skills
Job Search Techniques

BEST COPY AVAILABLE

CAREER EDUCATION

MISSION

POSSIBLE

SAMPLE PUBLICATIONS

Kantypowicz, C. & Dayman, D. (1991). **Career counselling strategies**. Edmonton: The Centre for Career Development Innovation, Concordia College.

Fox, W. (1991). **Job search techniques**. Edmonton: Centre for Career Development Innovation, Concordia College.

Magnusson, K. (1991). **Introduction to counselling**. Edmonton: Centre for Career Development Innovation, Concordia College.

CONTACT: Phone: (403) 466-6644; Fax: (403) 466-9394

PROFESSIONAL GROUPS

The Alberta Teachers' Association Guidance Council

CONTACT: Bob Leinweber, Phone: (403) 243-2796;
Gordon Thomas, Barnett House, Phone: (403) 453-2411

Canadian Guidance and Counselling Association (CGCA)

CONTACT: CGCA, c/o Family Service Canada, 55 Parkdale Avenue, Ottawa, Ontario, K1Y 4G1, Phone: (613) 728-3281

Society for the Promotion and Advancement of Career Education (SPACE)

CONTACT: Bart Eisen, Phone: (403) 656-3730, Fax: (403) 656-3768

CONFERENCES

NOVEMBER 5-7, 1992

THE ALBERTA TEACHERS' ASSOCIATION GUIDANCE COUNCIL annual conference is being held at the Banff Springs Hotel. This year's theme is "Strike a Balance." The fee is $145 for members, $165 for non-members (includes GST).

CONTACT: Diana Anderson, William D. Cuts Community School, 149 Larose Drive, St. Albert, Alberta, T8N 2X7 Phone: (403) 458-8585

JANUARY 26-28, 1993 (tentative date)

NATIONAL CONSULTATION ON VOCATIONAL COUNSELLING'S (NATCON's) conference is co-sponsored by the Canadian Guidance and Counselling Foundation, Employment and Immigration Canada and the University of Toronto's Career Centre. Held annually in January, it is attended by more than 1,000 counselling professionals. Delegates, lecturers, and exhibitors from across the country gather to discuss and display innovative career development programs and services.

CONTACT: Career Centre, University of Toronto, 214 College Street, Toronto, Ontario, M5T 2Z9

JUNE, 1993

THE CANADIAN GUIDANCE AND COUNSELLING ASSOCIATION, along with co-sponsors Employment and Immigration Canada, National Defence, and Algonquin College, holds its annual three-day conference in June at the Government Conference Centre in Ottawa. The theme in 1992 was "Counselling - It's a Capital Idea." The fee for this workshop-style national conference is in the $240 - $275 range.

CONTACT: Canadian Guidance and Counselling Association Conference Centre, 10th floor, 200 Elgin Street, Ottawa, Ontario, K2P 1L5 Phone: (613) 232-0090; Fax: (613) 239-2010

JULY, 1993

THE UNIVERSITY OF CALGARY'S COUNSELLING PSYCHOLOGY program holds its annual Counselling Inservice Conference in Summer (CICS) in July. A professional development program aimed at Alberta's counsellors and educators, 1992's theme was "Career Development in Educational Settings." Courses can be taken on a credit or non-credit basis.

CONTACT: Inservice Office, Faculty of Education, University of Calgary, Calgary, Alberta, T2N 1N4 Phone: (403) 220-5623

THE SOCIETY FOR THE PROMOTION AND ADVANCEMENT OF CAREER EDUCATION (SPACE) is an organization of Alberta educators, community agency representatives, business people, researchers, parents, government, and various professionals whose goal is to promote career education. Contact them for more information about the organization's career development initiatives.

CONTACT: SPACE, Box 68006, 70 Bonnie Doon Mall, P.O. Edmonton, Alberta, T6C 4N6

BEST COPY AVAILABLE

MISSION POSSIBLE

ACKNOWLEDGMENTS

The production of this report is the result of the following participants: Garnet Millar, Education Response Centre; Alberta Education; Jeanette Pawliuk, Sharon Prather, Gina Vivone, Vernon Curriculum Branch, Alberta Education; Bonnie Lescesheu, Wendy Lox, Information Development and Marketing, Alberta Career Development and Employment; Kathy Bluschak, Carol Kantypowicz, Marnie Robb, Peggy Tupper, Centre for Career Development Innovation at Concordia College; Dale Gullekson and team, Bev Facey Composite High School, Sherwood Park; Nelson Saunders and team, Bishop Carroll Composite High School, Calgary; Rosalyn Spratlin and team, Crescent Heights High School, Calgary; Don Rogers and team, Grande Cache Community School, Grande Cache; Garth Boyle and team, J. Y. Cairns School, Edmonton; Michael Newsom, Bill Halbert and team, Lacombe Composite High School, Lacombe; Lyn Ramsey and team, Roland Michener Junior Senior High School, Slave Lake; Don Wiebe, Envision Graphics.

To obtain additional copies, contact:
Co-ordinator of Guidance and Counselling
Education Response Centre, Alberta Education
Phone: (403) 422-6326

BEST COPY AVAILABLE

ERC
Alberta Education Response Centre

THE CENTRE
FOR CAREER
DEVELOPMENT
Innovation

INITIUM SAPIENTIAE TIMOR DOMINI
CONCORDIA COLLEGE

Alberta
EDUCATION